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ABSTRACT

This annotated bibliography contains references to books, journal articles, ERIC documents, doctoral dissertations, and audio-visual materials on the subject of multicultural education. Topics include integrating multiculturalism in school subjects, prejudice and discrimination, intercultural communication, ethnic identity and ethnic bias. Included also are sources of information on developing preservice and inservice courses for teachers on multiculturalism. Two short articles are included; one about preparing teachers for a multicultural society and the other about the role of a multicultural organization in multicultural education. (JD)

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Multicultural Education

An Annotated Bibliography
Dr. H.L. Narang

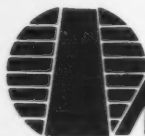
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**Multicultural Council
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MULTICULTURAL EDUCATION

An Annotated Bibliography

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INTRODUCTION

This bibliography has been prepared in response to the needs expressed by teachers and community workers for sources of print and non-print materials relevant to multicultural education. However, professionals in ethnic studies and social work will also find the bibliography useful.

This bibliography contains references to books, journal articles, unpublished reports, doctoral dissertations, and A-V materials. All entries are annotated. The bibliography will be of use to teachers who are looking for ideas for integrating multiculturalism in school subjects as well as to those who wish to obtain materials dealing with prejudice and discrimination, intercultural communication, ethnic identity and evaluating materials for ethnic bias. Teacher educators who are interested in developing pre-service and inservice courses for teachers would also benefit from the sources listed in this bibliography. Researchers in education and social sciences will also find topics in this bibliography which might need further investigation. The bibliography will also provide community organizations with sources for multicultural education workshops.

Two short articles, one outlining the areas of teacher preparation and the other about the role of a multicultural organization in multicultural education, have been included to help each group prepare for its contribution to a multicultural society.

The author wishes to gratefully acknowledge the financial assistance provided by the Department of Culture and Recreation, and the Government of Saskatchewan for the preparation of this bibliography. The Multicultural Council of Saskatchewan also deserves appreciation for making arrangements for this publication.

PREPARING TEACHERS FOR A MULTICULTURAL SOCIETY

Introduction

In 1971 the Government of Canada adopted a policy of multiculturalism. Ever since then, viewpoints for and against this policy have been expressed. Those who support this policy seem to suggest that multiculturalism will promote appreciation of cultural diversity, reduce prejudice, and offer realistic hope for social equality. Those who oppose the policy of multiculturalism think that by encouraging strong ethnic loyalties, the policy has retarded the growth of nationalism. They also feel that the policy has over-emphasized folk arts and has done little to foster attitude change and intercultural relationships which are basic to racial harmony and national cohesiveness.

Regardless of the debate on multiculturalism as a state policy, the fact is that Canadian society is multicultural. Recent census data has well documented the ethno-cultural background of our population. In addition to Native Canadians and Inuits, we have people from all over the globe who have made Canada their home. This diversity demands that our schools provide multicultural education.

What is Multicultural Education?

Although terms such as multicultural education, inter-cultural education, cross-cultural education, and multi-ethnic education have been used in the literature, it appears that the term multicultural education is used more frequently than others, not only in Canada but also in the United States, Britain, and Australia. In the States, this term has been promoted by the Association for Supervision and Curriculum Development (ASCD), the American Association of Colleges for Teacher Education (AACTE), and the National Council for Accreditation of Teacher Education (NCATE) in their publications. In the *Standards for the Accreditation of Teacher Education*, NCATE defines multicultural education in this way:

Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in different cultural settings.

Implications for Teacher Education

The pluralistic nature of our society and the democratic principles which it promotes suggest that schools should prepare students to participate effectively in society and to live fuller lives as members of that society. This implies that teachers need to develop certain competencies to achieve the unique goals of multi-cultural education. The following are major competencies that teachers need to develop:

1. Knowledge of the Canadian Mosaic

Teachers need to understand the nature of the society and how it has emerged over the years. As understanding of the socio-economic and political factors in immigration patterns and a knowledge of the ethno-cultural backgrounds of the people would provide teachers with a meaningful picture of the Canadian mosaic.

2. Understanding of the Similarities and Differences Between and Among Ethno-Cultural Groups

In order to work effectively with students of diverse cultural backgrounds, teachers should develop an understanding of the similarities and differences among ethno-cultural groups in the community. Cultural background has a bearing on the behaviours, values, and life styles of people. Understanding the similarities between and among groups can lead to the recognition of the universal human values and thereby contribute to tolerance and appreciation.

3. Knowledge of the Contribution of Minority Groups

If we examine minority groups closely, we find that each of them has contributed in some way to the society at large. Such knowledge would help students feel proud of their ethnic origins and would encourage them to assume active roles as equal partners in the society.

4. Knowledge of Curriculum Evaluation

Several studies have pointed out examples of racism, sexism, distortions and omissions in school textbooks. Researchers have developed instruments for evaluating the treatment of minority groups in instructional materials. Teachers need to be familiar with these tools so that they are able to identify biases and deficiencies in the published materials.

5. Skills in Curriculum Development

When commercial curriculum materials are found to be unacceptable, teachers have to develop their own materials. In constructing new materials teachers need to develop such skills as identifying students' socio-emotional needs, expressing ideas in a readable style, using appropriate typographical aids for effective communication, applying

the principles of learning, and promoting the philosophy of multicultural education.

6. Recognizing Bias in Assessment Instruments

Teaching and evaluation go hand in hand. Teachers often use commercially-available tests to determine student achievement. Some of these tests, however, contain items that favour children from a certain culture. Consequently, children from other cultures are at a disadvantage in such situations. Teachers need to be able to recognize potential linguistic and cultural biases in published instruments.

7. Developing Cultural Sensitivity

Good teaching requires interpersonal skills. For an effective interpersonal communication, teachers need to be aware of the kinship patterns, religious affiliations, values, and attitudes of students who belong to a culture different from their own.

8. Skills in Dealing with Racial Conflict

Students coming from different backgrounds are likely to experience cultural or racial conflict in the classroom. A teacher should be aware of methods for dealing with such conflicts. A knowledge of the causes of racial prejudice and discrimination would be important for him or her.

9. Skills in Inter-cultural Communication

In order to promote harmony and positive interaction in the classroom, teachers need to learn intercultural and cross-cultural communications techniques using verbal and non-verbal media.

10. Facilitating Identification with and Pride in Mother Culture

Many minority group students find themselves torn between the mother culture they experience at home and the dominant culture of the school. Teachers, therefore, need to learn and practice skills that would enhance the identity of individuals with their mother culture and promote pride in their roots.

11. Ability to Use Teaching Strategies Suitable for Pluralistic Environment

Culturally-different children differ in the ways in which they learn. Their classroom behaviours often reflect their cultural backgrounds. Teachers should be able to use strategies that would suit the characteristics and learning styles of students.

12. Ability to Integrate Multiculturalism in Various Subject Areas

Multiculturalism is a process. A teacher should be able to promote multiculturalism through various subject areas. She/he should use

activities in art, music, physical education, literature, science, social studies, etc. that would contribute to learning content and skills with a positive attitude.

Concluding Statement

Schools play a significant role in shaping the intellectual, socio-cultural, emotional, and physical personalities of students. Teachers in multicultural environments have special responsibility for promoting positive self-concept, understanding and appreciation of cultural diversity, and intercultural communication among their students. They can develop competencies in these and related areas through pre-service and inservice training.

(Originally published in *Multicultural Education Journal*, Vol. 1, No. 2, 1983)

THE ROLE OF A MULTICULTURAL ORGANIZATION IN MULTICULTURAL EDUCATION

Formal education is the responsibility of schools. However, informal education is provided by many voluntary agencies. This paper will focus on the role of a multicultural organization in promoting multicultural education.

Multicultural education provides opportunities for recognizing and valuing cultural diversity in the community and for developing greater understanding and appreciation of different life styles. Canada is a multicultural country; its population consists of natives and immigrants who represent various cultures including languages. Multicultural education can promote healthy inter-group relationships.

The major objective of a multicultural organization is to develop a greater understanding among various ethno-cultural groups and to encourage each one of them to preserve, maintain, and share its culture with others. A multicultural organization can offer many programs that may contribute to the accomplishment of this goal. Teachers and others can take advantage of these programs in implementing multiculturalism in the classroom.

Some programs are briefly described below:

Performances, Exhibits, Fairs.

Each cultural group may present its own dances, plays or concerts; several groups may join to plan a multicultural event. A capable artistic director could blend various items into one smooth and colorful performance based on a theme.

Displays and Exhibits.

A display of an exhibit may consist of handicrafts, paintings, art work, clothing, jewelery, coins, household items, and books, etc. A guide may be on duty at the display to answer questions.

Food and Handicrafts: Demonstration and Sale.

A food and handicrafts fair could show the community how different foods are prepared and what are the various types of handicrafts made by different cultural groups. A volunteer might demonstrate and explain the procedure for preparation. Items prepared on the spot could be made available for sale provided prior approval has been obtained from appropriate authorities.

Classes and Seminars.

Some multicultural organizations provide classes in heritage languages for children and adults. Learning a language cannot be separated from learning about the culture in which it is spoken. Persons who are competent in two or more languages often develop a broader outlook on life because they read the literature from different countries and begin to appreciate diverse cultural values.

Inter-cultural seminars could also be organized to develop better understanding between groups. Such seminars could bring out similarities between cultures. Seminars could also be held on current issues to develop a common or joint plan to resolve certain racial or social problems facing the community.

Research and Publications.

A multicultural organization, depending upon its resources, could get involved in doing research related to such topics as cultural heritage, prejudice and discrimination, attitudes and values, and cross-cultural understanding. It should be remembered that doing research on social and educational topics requires special expertise. The role of a multicultural organization in this activity will, perhaps, be limited to demonstrating the need for research, securing funds, hiring a competent researcher and assisting him or her in completing the job on schedule.

A multicultural organization will be able to promote multicultural education through a carefully planned series of publications on topics of community interest prepared under the supervision of qualified personnel who are familiar with techniques of unbiased, accurate, and easy-to-read writing.

Multicultural Education In the Schools.

A multicultural organization, with the help of volunteers, could help schools to organize a multicultural day to focus on the cultural heritage of the community. A group of knowledgeable volunteers could also assist educators in identifying current biases and deficiencies in school curricula and in developing materials which reflect a positive image of various ethno-cultural groups in the community.

A CONCLUDING STATEMENT

In order to successfully carry out various programs, a multicultural organization will have to have several committees, each entrusted with specific responsibilities. For example, a program committee could prepare a program proposal describing the rationale of the program, procedures for implementation, and a method of evaluation. The publicity and promotion committee could present suggestions for

bringing the program to public attention and possible participation. The finance committee may present ideas for obtaining and/or raising funds. All aspects of the program will, of course, be discussed and approved by the Executive Board. A good Executive Director, employed by the Board, will be a valuable resource for the Board in developing, implementing, and supervising a program. A multicultural voluntary organization, with careful planning of its programs, can contribute significantly towards promoting cultural awareness and appreciation among ethno-cultural groups in the community.

(Originally appeared in *Saskatchewan Multicultural Magazine*, Vol. 1, 1982).

MULTICULTURAL EDUCATION

An Annotated Bibliography

I. Books

American Association of Colleges for Teacher Education. *Multicultural Teacher Education*, Vols. 1-4, Washington, D.C.: AACTE, 1980.

Volume 1 - Preparing Educators to Provide Educational Opportunities

Volume 2 - Case Studies of Thirteen Programs

Volume 3 - An Annotated Bibliography of Selected Resources

Volume 4 - Guidelines for Implementation

Volume 1 - contains articles dealing with implementation and other issues in multicultural education.

Volume 2 - selected case studies developed from 1977-78 survey of multicultural education programs in the U.S.A. conducted by AACTE.

Volume 3 - is divided into three sections, reference resources, periodical resources, and organization resources, useful for preservice and inservice multicultural teacher education.

Volume 4 - contains guidelines for curriculum, teacher education programs, resources and facilities, and program evaluation.

Association for Childhood Education International. *Children and Intercultural Education*, Washington, D.C., 1974.

Divided into three parts, these booklets present short articles about minorities, and overview of research in intercultural education.

Baker, Gwendolyn C. *Planning and Organizing for Multicultural Instruction*, Reading, Mass.: Addison-Wesley, 1983.

Discusses goals of multicultural education, preparation of teachers, organizing for instruction and using multicultural teaching strategies in art, language, music, science, and social studies in schools.

Bancroft, George W. *The Novice and the Newcomer*, London, Canada: Third Eye, 1982.

A collection of student teachers' essays describing their experience in multicultural classrooms, either as pupils or as teachers.

Banks, James A. *Multiethnic Education: Theory and Practice*, Boston: Allyn & Bacon, 1981.

This excellent book for teachers deals with goals of multiethnic education, conceptual and philosophical bases, teaching strategies, curriculum reform and unresolved issues.

Baptiste, H. Prentice, Jr. *Developing the Multicultural process in Classroom Instruction: Competencies for Teachers*, Washington, D.C.: University Press of America, 1979.

An excellent source for teacher education programs. Discusses eleven competencies and how teachers can develop them.

Baptiste, H. Prentice, Jr. *Multicultural Education: A Synopsis*, Washington, D.C.: University Press of America, 1979.

Discusses the concept of multiculturalism, its definitions, models and issues. Also contains mini reviews of selected readings and an overview of the bilingual education.

Brown, Alan R. (ed.). *Prejudice in Children*, Springfield, Ill.: C.C. Thomas, 1972.

A collection of scholarly essays dealing with ethnic awarenesses, development and modification of prejudice in children.

Colangelo, Nicholas, et. al. (eds.) *Multicultural Non-sexist Education: A Human Relations Approach*, Dubuque, Iowa: Kendall/Hunt, 1979.

A textbook on human relations education for teachers, containing articles on human relations training, multicultural education and non-sexist education and related issues.

The Council on Interracial Books for Children. *Guideline for Selecting Bias Free Textbooks and Storybooks*, New York: CIBC, 1980.

This book discusses the criteria and provides checklists to detect stereotypes and bias against females, minorities, disabled and older people in textbooks.

Craft, Maurice (ed.) *Teaching in Multicultural Society*, Barcombe, England: Palmer Press, 1981.

Contains articles dealing with the need for multicultural education, its aims and objectives, and initial and inservice training of teachers.

Cross, Dolores, E., et. al. *Teaching in a Multicultural Society*, New York: Free Press, 1977.

Contains articles about cultural diversity, desegregation, minority children, curriculum modification and perception of learning in the context of multicultural classrooms.

Dubois, Sheilagh, V.C. *Conference on Multiculturalism in Education*, Toronto: Ontario Association for Curriculum Development, 1977.

Conference proceedings containing papers dealing with teacher education, language and culture, role of the school and community, curriculum approaches in multiculturalism and implementing multicultural education in every classroom.

Educational Research Services. *Multicultural/Multiethnic Studies Programs*, Arlington, Va.: ERS, Inc., 1976.

A booklet containing sample multicultural/multiethnic programs and activities in U.S. schools.

Fersh, Seymour. *Learning About Peoples and Cultures*, Agincourt, Ontario: Book Society of Canada, 1977.

An easy-to-read practical book focusing on skills needed for understanding cultural differences.

Friesen, John W. *People, Culture and Learning*, Calgary, Alberta: Detselig Enterprises Ltd., 1977.

Discusses the sociological, theoretical, legal, philosophical and anthropological basis of intercultural education. Also includes case studies on Indians and Hutterites.

Garcia, Ricardo L. *Teaching in a Pluralistic Society*, New York: Harper & Row, 1982.

Provides an overview of fundamental socio-cultural concepts. Discusses ethnic studies and bilingual education models and human rights and intergroup relations strategies.

Giese, James. *Multicultural Education: A Functional Bibliography*, Omaha: University of Nebraska, 1977.

A condensed but updated version of *Materials and Human Resources for Teaching Ethnic Studies*, specially prepared to accompany *In Praise of Diversity*.

Gold, Milton J., et. al. (eds.). *In Praise of Diversity: A Resource Book for Multicultural Education*, Washington, D.C.: Teacher Corps, 1977.

This book briefly discusses the implications of multiculturalism and provides some basic information about nine minority groups in U.S.A.

Gollinick, Donna M. and Chinn, Philip C. *Multicultural Education in a Pluralistic Society*, St. Louis, Mo.: C.V. Mosby, 1983.

Contains chapters on topics such as culture and pluralism, ethnicity, religion, language, and strategies for multicultural education.

Grant, Carl A. *Multicultural Education: Commitment, Issues and Applications*, Washington, D.C.: Association for Supervision and Curriculum Development, 1977.

Contains pertinent articles dealing with such aspects of multicultural education as anthropological basis, language, curriculum design, instructional materials, and international dimension.

Grevious, Saundrah Clark. *Teaching Children and Adults to Understand Human and Race Relations*, Minneapolis, Minn.: T.S. Denison & Co., 1968.

An introductory book for teachers to help children understand the similarities and differences among people.

Gregorvich, Andrew. *Canadian Ethnic Bibliography*, Toronto: Multicultural History Society, 1972.

An annotated bibliography of works dealing with topics related to multiculturalism such as ethnicity, intergroup relations, human and cultural rights, languages, immigration. A major portion of the bibliography deals with individual ethnic groups.

Hunter, William A. (ed.) *Multicultural Education Through Competency-Based Teacher Education*, Washington, D.C.: AACTE, 1974.

Presents a historical overview of multicultural education development and teacher competencies from the perspectives of black, hispanic, and native educators. Also discusses a cross-cultural approach to multicultural education.

Katz, Judy H. *White Awareness*, Norman, Oklahoma: University of Oklahoma Press, 1978.

A practical book which provides 6-stage human relations training to alter racist attitudes.

King, Edith W. *Teaching Ethnic Awareness: Methods and Materials for the Elementary School*, Santa Monica, Ca.: Goodyear, 1980.

A practical book that presents an introduction to key concepts, twenty ethnic-awareness activities and bibliographies of materials and resources for classroom use.

Kovacs, Martin L. (ed.) *Ethnic Canadians: Culture and Education*, Regina, Sask.: Canadian Plains Research Center, University of Regina, 1978.

A collection of 35 scholarly papers organized under the headings such as aspects of ethnicity, ethnicity and education, identity and alienation and ethnic research.

Lynch, James (ed.) *Teaching in a Multicultural School*, London: Ward Lock, 1981.

Contains chapters on the theory and practice of multicultural education, issues in curriculum development, and background information about teaching religion and ethnicity in schools.

Mallea, J.R. and Shea, E.C. *Multiculturalism and Education: A Select Bibliography*, Toronto: OISE, 1979.

A good bibliography of print and audio-visual materials dealing with such topics as culture, language, minorities, race, ethnicity, immigration, attitudes and multicultural education.

Maxwell, Janet, et. al. *Resource List for Multicultural Society*, Toronto: Ontario Ministry of Culture and Recreation, 1976.

A comprehensive bibliography of multicultural print and audio-visual resource materials available in English for the use of teachers and community groups to initiate programs leading to intercultural understanding.

McCreath, Peter L. *Multiculturalism: A Handbook for Teachers*, Halifax, N.S.: Nova Scotia Teachers Union, 1981.

A collection of papers presented at the inservice workshop for teachers held in Halifax during March 1981. Topics deal with the role of community and school, matching teaching and learning styles, evaluation of materials and human rights as they relate to multicultural education.

McDiarmid, G. and Pratt, David. *Teaching Prejudice: A Content Analysis of Social Studies Textbooks*, Toronto, OISE, 1971.

A critical content analysis of 125 social studies textbooks used in grades 2 - 13 in Ontario schools during 1968.

Morton, Tom and McBride, John. *Look Again: The Process of Prejudice and Discrimination*, Vancouver, B.C.: Comm Cept Pub., 1977.

Contains activities to check perception, prejudice, discrimination, and segregation.

National Council for the Social Studies. *Curriculum Guidelines for Multiethnic Education*, Arlington, Va.: NESS, 1976.

Presents a rationale for ethnic pluralism, curriculum guidelines and a multiethnic education program evaluation checklist.

Nichols, Margaret. *Multicultural Materials: A Selective Bibliography*, Stanford, Ca.: Multicultural Resources, 1974.

A bibliography of adult materials concerning human relations and the history, culture and current social issues of Black, Chicano, Asian American and Native American peoples.

Nichols, Margaret. *Multicultural Resources for Children*, Stanford, Ca.: Multicultural Resources, 1977.

A bibliography of a variety of materials divided into Black cultures, Spanish-speaking cultures, Asian American cultures, Native American cultures, Pacific Island cultures and Multicultural and Human Relations.

Ontario Ministry of Education. *Race, Religion and Culture in Ontario School Materials*, Toronto, 1980.

A handbook of suggestions for authors and publishers to produce bias-free materials.

Pasternak, Michael G. *Helping Kids Learn Multicultural Concepts: A Handbook of Strategies*, Champaign, Ill.: Research Press, 1979.

Contains practical activities that teachers can use in their classrooms to develop multicultural awareness. Also includes community activities and information about multicultural resources.

Pratt, David. *How to Find and Measure Bias in Textbooks*, Englewood, Ca.: Educational Technology Publications, 1972.

This booklet describes an objective procedure based on a count of favorable and unfavorable terms used for detecting ethnic bias in textbooks.

Pusch, Margaret (ed.). *Multicultural Education*, Chicago: International Press, 1980.

This book focuses on the process of human interaction between people from different cultural backgrounds and offers concrete suggestions for training teachers for multicultural classrooms.

Renwick, George E. *Evaluation Handbook for Cross-Cultural Training and Multicultural Education: Practical Guidelines*, Chicago: Inter-cultural Press, 1980.

An easy-to-read small book that discusses what to measure and how to measure knowledge, attitudes and behaviors of cross-cultural and multicultural education programs.

Roe, Michael. *Multiculturalism, Racism and the Classroom*, Toronto: Canadian Education Association, 1982.

This book examines how school boards promote racial harmony and multicultural attitudes. Sections on curriculum materials, school policies and prejudice are included.

Scarborough Board of Education. *Dealing with Differences*, Scarborough, Ontario, 1981.

This booklet contains five case studies to help teachers learn the skills to deal with prejudice in the classrooms.

School Council, London. *Education for a Multiracial Society*, London, 1981.

Discusses multiracial curriculum in Britain infant and junior high schools. Also contains a selective bibliography for children 5-13.

Sims, William E. and DeMartinez, Bernice B. *Perspectives in Multicultural Education*, Lanham, M.D.: University Press of America, 1981.

Consists of articles dealing with the basis of multicultural education, approaches to multicultural education, lesson planning and teaching strategies for cross-cultural settings.

Smith, Gary and Otero, George. *Teaching About Cultural Awareness*, Denver, Co.: Center for Teaching International Relations, University of Denver, 1977.

Contains discussion and activities relating to perception, culture, discrimination and institutional racism.

Smith, Gary and Otero, George. *Teaching About Ethnic Heritage*, Denver, Co.: Center for Teaching International Relations, University of Denver, 1977.

Presents 18 activities to develop cultural identity in middle and high school students, using a framework of perception, identity, ethnicity, heritage and human diversity.

Social Science Education Consortium. *Materials and Human Resources for Teaching Ethnic Studies*, Boulder, Co.: Social Science Education Consortium, 1975.

An annotated bibliography dealing with ethnic and religious groups in America. Also includes information about ethnic organizations.

Stone, James and DeNevi, Donald. *Teaching Multicultural Population*, New York: Nostrand, 1971.

Contains articles that discuss how school experiences can be made more meaningful for students representing Black, Puerto Rican, Mexican-American, Indian and Asian American backgrounds.

Thernstrom, Stephan (ed.) *Harvard Encyclopedia of American Ethnic Groups*, Cambridge, Mass.: Belknap Press, 1980.

This encyclopedia describes briefly the background of ethnic groups that constitute all segments of the U.S. population. Included are 106 group entries, 29 thematic essays and 87 maps.

Tiedt, Pamela L. *Multicultural Teaching: A Handbook of Activities, Information and Resources*, Boston: Allyn & Baem, 1979.

Contains practical activities to develop multicultural understanding, promoting intergroup relations, creating multicultural materials. Also includes resources for further information.

Verma, Gajendra K. and Bagley, Christopher. *Self-Concept, Achievement and Multicultural Education*, London: Macmillan, 1982.

Contains scholarly articles on self-concept and achievement in multicultural context, and comparative studies of immigrant and non-immigrant students.

Werner, Walter, et. al. *Whose Culture? Whose Heritage? Ethnicity Within Canadian Social Studies Curricula*, Vancouver: Center for the Study of Curriculum and Instruction, University of British Columbia, 1980.

A summary of multicultural content in social studies curricula for elementary and secondary schools across Canada during 1974-75.

Wilson, Donald C. (Ed.). *Teaching Public Issues in a Canadian Context*. Toronto: OISE, 1982.

Selection 2 of this book deals with qualities of a multicultural school, qualities of a multicultural teacher and antecedents for teaching cross-cultural communication.

Wolfgang, A. (ed.). *Education of Immigrant Students: Issues and Answers*, Toronto, OISE, 1975.

Contains articles dealing with the issues related to the education of immigrant students in Canada.

Wood, Dean D. *Multicultural Canada: A Teacher Guide to Ethnic Studies*, Toronto, OISE, 1978.

Presents the rationale and sample content for ethnic studies curriculum in schools. Also includes a bibliography of materials about ethnic groups.

Wood, Dean and Remnant, Robert. *The People We Are*, Toronto: Gage, 1980.

An introductory textbook tht deals with the topics of multiculturalism, Natives and Immigrants, ethnicity, assimilation, segregation, integration, bilingualism. Discusses the impact of multiculturalism and its policies, problems and prospects.

II. Selected Journal Articles

Abu-Laban, Baha, "Multiculturalism and Canadian Television: A Critical Review", *Multiculturalism*, Vol. 5, 1981, pp 3-7.

Points out the lack of representation and biased portrayals of visible minorities in television programs.

Barry, Mary Anne and MacIntyre, Elizabeth, "A Multicultural Program in a Pre-School Setting", *Multiculturalism*, Vol. 5, 1982, pp 7-11.

Describes a multicultural program for pre-schoolers, including goals and specific objectives.

Bhatty, R., "Multiculturalism and the Role of the School Counsellor", *Multiculturalism*, Vol. 2, 1979, pp 27-30.

Points out that inter-group attitudes are not healthy in some parts of Canada and describes the role of a school counsellor in building positive attitudes in young people.

Bowen, Ella M. and Salsman, Frederick L., "Integrating Multiculturalism into a Teacher Training Program", *Journal of Negro Education*, Vol. 48, 1979, pp 390-95.

In 1977, Michigan's state legislature mandated and provided funding for the University of Michigan School of Education to equip prospective teachers with a multicultural philosophy of education. This article describes the resulting seminar and practicum and the positive findings of a postpracticum evaluation of teacher attitudes toward ethnic groups.

Brounagh, Juanita, "The Multicultural Center: An Innovative Inservice Program," *Phi Delta Kappan*, Vol. 59, 1977, pp 204-205.

Describes a program in which resource teachers train other teachers in developing interpersonal skills that foster better relationships among teachers, parents, and student of different racial and ethnic backgrounds.

Davis, Gerald N., "Why Not Multicultural Education?" *Independent School*, Vol. 41, 1982, pp 13-18.

The second in a series on the independent school curriculum describes multicultural education, suggests questions to ask the entire school community, and contains a bibliography of multicultural curriculum materials.

Driedger, Leo. "Multicultural Education — Ideologies, Rights, and Problems", *Multicultural Education Journal*, Vol. 1, 1983, 12-18.

Discusses human rights, ethnic stereotype, prejudice and discrimination as they relate to minority education.

Friesen, John W. "Multicultural Education and the Classroom — Unfinished Business", *Multicultural Education Journal*, Vol. 1, 1983, 4-11.

Points out new emphases such as self-concept, multicultural counselling, and multicultural techniques in the field.

Gollnick, Donna M., "Multicultural Education", *Viewpoints in Teaching and Learning*, Vol. 56, 1980, pp 1-17.

The writings of proponents of multicultural education are examined to define and describe multicultural education and compare the present movement with those of the past 40 years. Major tenets, approaches, components and trends are examined.

Head, Wilson A., "A Critical Examination of Visible Minority Groups in Canadian Mass Media", *Multiculturalism*, Vol. 5, 1981, pp 8-12.

Discusses the influence of mass media on social change and provides suggestions for effective programming.

Hickey, Richard Shaun and Anthony, Neil Rice, "Multicultural Education: A Goal for Teacher Educators", *Kappa Delta Pi Record*, Vol. 17, 1980, pp 44-45.

Discusses the need for infusing concepts of cultural pluralism into teacher education courses and presents the definition of multicultural education proposed by the American Association of Colleges for Teacher Education (AACTE) in 1973.

Ijaz M. Ahmed and Ajaz, I. Helen, "We Can Change our Children's Racial Attitudes", *Multiculturalism*, Vol. 5, 1982, pp 11-17.

Based on the senior author's doctoral dissertation, this article describes the program that was used to bring about change in racial attitudes of 5th and 6th grade White children toward Blacks and East Indians.

James, Richard L., "The Multicultural Teacher Education Standard — Challenge and Opportunity", *Viewpoints in Teaching and Learning*, Vol. 56, 1980, pp 18-25.

Planning and implementation of multicultural teacher education programs are discussed in terms of their focus and desired outcomes.

Joshi, Aida A., "The What, Why and How of Multicultural Education", *Social Studies Review*, Vol. 20, 1981, pp 63-69.

Provides a rationale for multicultural education and describes two major approaches to teaching multicultural education. The rationale centers on helping students understand and appreciate the world as a multinational phenomenon. Approaches stress a cross-cultural and an interdisciplinary approach.

Kehoe, John W., "Effective Tools for Combating Racism in the Schools", *Multiculturalism*, Vol. 4, 1981, pp 3-9.

Discusses the problems encountered in attempting to change attitudes and values in classrooms and presents strategies to bring about changes in racial attitudes.

Lynch, James, "Multicultural Education and the Training of Teachers: A Case Study", *South Pacific Journal of Teacher Education*, Vol. 9, 1981, pp 43-54.

A description is given of the ways that multicultural education is integrated into the undergraduate education program at the Margaret McMillan School of Education in Bradford College (United Kingdom). The aim of the program is to support interaction of distinct social groups within a pluralist society, based on mutual tolerance.

McLeod, Keith A., "Multicultural Education", in *Education and Canadian Multiculturalism: Some Problems and Some Solutions* (Daniel Dorotich, ed.) Saskatoon: Canadian Society for the Study of Education, 1981.

A historical review of multicultural education programs and practices in Canadian Institutions.

Mock, Karen R., "Early Childhood Education in a Multicultural Society", *Multiculturalism*, Vol. 5, 1982, pp 3-6.

Describes the rationale and aspects of teacher preparation for early childhood education for the Canadian Society.

Narang, H.L. "Multicultural Education for Teachers, *Perspectives*, Vol. 16, 1982, 8-9.

Describes the rationale and basic components of a course in multicultural education for teachers.

Perez, Samuel A., "Multicultural Education: Why Teachers Need It", *College Student Journal*, Vol. 14, 1980, pp 203-204.

Presents two arguments for training teachers in multicultural education and sheds light on what the concept means to the classroom teachers. Suggests America is a culturally pluralistic society, and it is likely teachers will practice their professional skills in classrooms with pupils from a wide range of ethnic and cultural backgrounds.

Souers, Marjorie E., "Opportunity Week: Increasing Multicultural Awareness in a Teacher Education Program", *Teacher Educator*, Vol. 15, 1979, pp 32-36.

An experimental program designed to increase multicultural awareness in education undergraduates is described.

Suzuki, Bob H., "Multicultural Education: What's It All About?", *Integrated Education*, Vol. 17, 1979, pp 43-50.

Reviews the historical background of multicultural education, reexamines the concept of cultural pluralism as it is usually applied to multicultural education, and presents a conceptual framework consisting of (1) a delineation of the underlying premises, (2) a definition of multicultural education, and (3) a discussion of guidelines for translating theory into practice.

Van Dyck, H.C. and Arkell, R.N., "Stereotyping in the Classroom", *Multiculturalism*, Vol. 3, 1979, pp 22-25.

Describes the Teacher Awareness of Stereotyping in the Classroom (TACS) modules and the responses of educators who participated in a workshop in which these modules were used.

Wolfgang, Aaron, "The Psychological Implications of Non Verbal Behavior in the Multicultural Classroom", *Multiculturalism*, Vol. 4, 1981, pp 10-13.

Discusses the basic psychological needs of students in the multicultural classroom and how teacher's non-verbal behavior can be used to help promote a positive self-concept in students.

Wood, Dean, "Social Studies Textbooks in a Multicultural Society", *History and Social Science Teacher*, Vol. 17, 1981, pp 21-29.

Points out that textbooks have done a poor job in presenting ethnic and cultural diversity and proposes that textbooks should portray ethnic groups as an integral part of Canadian society.

Ziegler, Suzanne, "Maximizing the Potential of Multiculturalism in the Classroom", *Education Canada*, Vol. 21, 1981, pp 12-15, 27.

Aimed at maximizing the positive potential of a multicultural classroom and improving intergroup relations, three behavioral and three attitudinal objectives, with suggested programs and evaluative measures, are presented.

III. Selected Eric Documents

Bennett, Clifford, T., et. al., A Conceptual Framework for Selecting and Evaluating Multicultural Educational Materials. ERIC/CUE Urban Diversity Series, Number 71. ERIC Clearinghouse on Urban Education, New York, N.Y. 1980, 105p. ED194 684

This work includes a discussion of multicultural education and a bibliography of nearly 1000 curriculum guides and supplementary and instructional aids designed for multicultural instruction at the elementary and secondary levels. First, various definitions of multicultural education are examined and common elements of the definitions are identified. The definitions reviewed are: (1) reject the melting pot

thesis, (2) advocate cultural diversity, and (3) propose that schools be used to effect a transformation to a culturally pluralistic society. Another common element of the definitions reviewed is the mention of cognitive and affective modes and the areas of competencies and skills in relation to multicultural education. A number of guidelines are then presented for the evaluation of multicultural materials for potential classroom use. This is followed by a bibliography that was compiled through a computer search of the ERIC system. The bibliography is arranged in alphabetical order. Each citation is coded as to whether it is primarily curricular or instructional, its focus on affect, cognition, or skills/competencies, and the grade level(s) to which it refers or for which it is intended. ERIC document (ED) or journal article (EJ) numbers are also provided.

Caliguri, Joseph R., et. al., An Annotated Bibliographical Guide to the Literature on Bilingualism and Multicultural Education. Missouri U., Kansas City, School of Education, 1980, 203p. ED205 365

Abstracts on bilingual and multicultural education, covering 1963 to 1980 and retrieved from three data bases (Educational Resources Information Center (ERIC), America History and Life, Sociological Abstracts) comprise this annotated bibliography, divided into a guide and four sections: Bilingualism and Elementary Education, Multiculturalism and Secondary Education, Multiculturalism and High Education, and Related Topics. Developed to meet the 1979 National Council for Accreditation of Teacher Education (NCATE) standard requiring multicultural education in teaching programs, these references will direct researchers and educators to materials for developing programs for an estimated 3.6 million students with limited English skills. Predominant languages noted are Hispanic/Puerto Rican, Black American, Alaskan, Native American, French, and Asian. Multicultural topics include staff development, teacher education, and legislation. Predominant information relates to research evaluation of linguistics, testing, handicapped, instructional materials, programs and experimental models. Abstracts consists of 298 from ERIC (1975 to 1980) for elementary, secondary, and higher education; 78 from America History and Life (1963 to 1980); and 114 from Sociological Abstracts (1963 to 1980). Also included is a frequency count of literature types and content; a listing of number of documents by languages and ethnic groups according to institutional levels; and descriptions of bilingual program evaluation resources.

Cardenas, Jose A., Comp., Multicultural Education: An Annotated Bibliography. Intercultural Development Research Association, San Antonio, Texas, 1976, 35p. ED151 430

This classified, annotated bibliography of recent works on multicultural education was compiled from an ERIC computer search and from manual searches at various university libraries. Each reference is listed in one of eight topical areas. These include: bibliographies on multicultural education; rationale and theory; program strategies; models; curriculum development; teacher education and training; community involvement; and evaluation and testing. Citations are accompanied by brief (usually under 100 words) annotations.

Clothier, Grant, et. al., *New Dimensions in Multicultural Education*. Midwest Educational Training and Research Organization, Kansas City, Mo. 1978, 63p. ED171 652

This booklet discusses and offers solutions for some of the educational problems growing out of the diverse nature of schools in the United States. Chapter I describes the society as a multicultural one in which a wide discrepancy exists between ideals and practices. A multicultural society is made up of many groups with varying degrees of common attitudes and behaviors based on attributes such as race, ethnicity, religion, nationality, language, and income. Chapter II offers a rationale for multicultural education. Objectives of multicultural education are to help students develop more adequate and harmonious outlooks on life and to heighten their capacity to think independently. To function effectively in a multicultural setting, teachers need 1) to understand both their own and their pupils' environment and culture; 2) to be aware of their own and their students' anxieties, insecurities, attitudes, and prejudices; and 3) to possess teaching skills consistent with the purposes of multicultural education. Chapter III describes various curriculum models and teaching strategies, while Chapter IV outlines a conceptual framework for optimum teacher education. The final chapter translates some of the concepts outlined in the previous chapters into practical techniques that can be used by teacher education institutions in preparing teachers for multicultural schools. A junior high resource unit for language arts is included in an appendix.

Cordier, Mary Hurlbut, Comp., *ERIC Bibliography of Multicultural and Bilingual Education 1976 - April 1981*. Western Michigan U., Kalamazoo, College of Education, 1981, 154p. ED205 564

This annotated Bibliography of ERIC materials is intended as an aid for those involved in designing, planning, and implementing multicultural and bilingual education at all levels. Materials cited appeared in ERIC between 1976 and April 1981. Because of the many similarities of national experiences in multicultural and bilingual education, abstracts of documents about Canadian education have been included. ERIC documents and journal articles are cited. The listing is organized by topics including the following: philosophy, rationale, and definitions; preservice and inservice teacher education; multicultural education project descriptions; research projects; evaluation projects; classroom applications and materials; global education; evaluation of print and nonprint materials; desegregation/integration; women; specific ethnic groups; and bibliographies.

Gillespie, Mary F. and Barrientos, Anita, *Multi-Cultural Resource Center Materials Handbook*. Grade K-3. Toledo Public Schools, Ohio, 1980, 84p. ED196 778

This annotated bibliography cites multicultural materials whose themes correlate with basic concepts taught in the primary grades. The items are in the Multi-Cultural Resource Center of the Toledo, Ohio public schools. The purpose of the bibliography is to help teachers integrate materials into their classroom. Films, filmstrips, books, study prints, study kits, games, records, teacher resources, and magazines are cited. Information provided for each item includes call number, author, date, publisher and a very brief description. Items are organized by the following themes: People: All Alike and All Different; People: Different Kinds of Families; Cultural Groups in America; Cultural Groups Around the World; Cultural Groups: Their Literature; and Cultural Groups: Their Customs, Language, Music and Art.

Gollnick, Donna M., *Multicultural Education in Teacher Education: The State of the Scene*. American Association of Colleges for Teacher Education, Washington, D.C., 1978, 177p. ED205 625

The National Council for Accreditation of Teacher Education (NCATE) Standards for the Accreditation of Teacher Education were revised to include references to multicultural education in May, 1977. To help teacher education institutions plan for and implement the standards, data on existing conditions were collected and analyzed. Information in the areas of curricula, faculty, students, management, and research and development was collected from 387 institutional members of the American Association of Colleges for Teacher Education. Over half of the responding institutions (78.8 percent) indicated that they had, as part of their education programs, activities that are supportive of the multicultural education concept as described in the NCATE Standards. These institutions were more likely to have courses or departments in ethnic and women's studies, to provide inservice training in bilingual and multicultural education, and to have a higher percentage of minority group faculty members. An analysis of institutional characteristics found significant differences based on: (1) public and private institutions; (2) NCATE-accredited and non-accredited institutions; (3) geographic distribution; (4) rural or urban setting; and (5) size of student population.

Graham, Albertha Lynette, Comp., *Multi-Cultural Resources*. California State Coll., Pa., 1978, 57p. ED191 928

This bibliography and resource guide lists multicultural resources appropriate for use with preschool children. The majority of references are for books for and about black children. Also cited are books of a general multi-ethnic nature and books about other cultural groups. Additional sections cite films, poetry anthologies, records, publishing companies, and miscellaneous resources. Some suggestions for choosing appropriate books for children are appended to the guide.

Louisiana State University, *Multi-Cultural Education: Selected Bibliography (Annotated)*. Research Report, Vol. 10, No. 1 Baton Rouge: Bureau of Educational Materials and Research, Louisiana State U., 1980, 41p. ED193 533

This annotated bibliography contains citations of reports, papers, and journal articles in the ERIC data bases and from other sources, on the subject of multicultural education. The references cite works of both theoretical and practical natures. Information on availability of the materials is included in the citation.

Marquette University, *Bibliography of Selected Materials: Multi-Cultural Themes*. Milwaukee, Wis.: School of Education, Marquette University, 1975, 114p. ED190 482

This bibliography lists books, resource guides, articles, bibliographies, audiovisual materials, periodicals, and curriculum guides dealing with various ethnic groups. A large section of this bibliography presents annotations of documents about American Indians.

Payne, Charles and Carter, Ted, Comp., A Bibliography of Academic Games for a Multi-Cultural Society. 1977, 7p ED186 571

Eighty-six journal references cite games to promote multicultural education in elementary and junior high schools. The games are divided into the following curriculum areas: (1) social studies, (2) reading, (3) math, (4) language arts, (5) speech, (6) science, (7) health and safety, (8) home economics, (9) physical education, (10) music, and (11) miscellaneous.

San Diego County, Dept. of Education, A Multicultural Bibliography. 1976, 77p. ED211 658

This annotated bibliography developed by the San Diego (California) County Board of Education was intended to present positive cultural images of diverse ethnic groups. Entries include books on history, biography, folklore, fiction, poetry, arts and crafts, and contemporary life of black Americans, Mexican Americans, Native Americans, Chinese Americans, Eskimo Americans, Japanese Americans, Puerto Rican Americans, and other Ethnic Groups. The educational level of each work cited is indicated.

Schmidt, Velma E. and McNeill, Earldene, Cultural Awareness: A Resource Bibliography. National Association for the Education of Young Children, Washington, D.C., 1978, 122p. ED164 703

This annotated bibliography cites books for children and resource materials such as books and articles, bibliographies, catalogs, and periodicals for adults which deal with various aspects of different cultures. Posters, pictures, records, films, filmstrips, slides, dolls and museums which pertain to particular cultures are also listed. Separate sections focus on Asian Americans, Black Americans, Native Americans, Spanish-speaking Americans, and multicultural resources. Also included are suggestions for analyzing children's books for racism and sexism, and a resource directory.

Washburn, David E., Multicultural Education: A Chronological Bibliography of Selected Materials. Bloomsburg State College, PA., Multicultural Education Center, 1980, 53p. ED204 326

Selected readings on multicultural education are listed in this bibliography. It is divided into sections, each covering a specific year from 1967 to 1980. There is also a section of publications written before 1967. Citations include articles in educational journals, bulletins, unpublished dissertations, and documents indexed in the ERIC systems.

Wall, Naomi, *Children's Books for Learning: A Bibliography of Multi-Ethnic Resources for Classroom Use. Cross-Cultural Communication Centre, Toronto (Ontario), 1979, 46p. ED190 681*

This annotated bibliography was compiled for use in multiethnic classrooms and with working class children. The common theme of the materials is the working, family, and community lives of the people depicted in the stories, poems, and songs presented. The bibliography is divided into three sections. The first lists materials appropriate for use with first through sixth graders: folktales and legends, poetry, materials written by children, histories, books for teaching social values, and storybooks. The second section contains resources for grades six through eight: novels and folktales, short stories, poetry, ethnic histories and comic books. Two types of materials for teachers are presented in the third section: those for classroom use and those to be used for background reading.

IV. Selected Doctoral Dissertations

Adams, Karen Irene, *Multicultural Representation in Children's Books. University of South Carolina, 1981.*

The study evaluated 57 selected children books and found that books of accepted literary worth offered quality multicultural representation.

Baker, Gwendolyn Calvert, *The Effects of Training in Multi-ethnic Education on the Pre-service Teachers' Perceptions. The University of Michigan, 1972.*

This study focussed on the effects of training in multi-ethnic education on pre-service teachers' perception of the Black, Indian, Japanese, Jewish, and Mexican-American ethnic groups. Both the control and experimental groups were given pre- and post-tests. Results indicated significant differences between the two groups.

Bjelland, Thomas Larry, *A Study of Competency Goals for Teachers Who Will Work with Multicultural Student Populations. Washington State University, 1977.*

This study found that only a few competency-based teacher education programs included specific competencies to prepare teachers to work in multicultural classrooms.

Deyoe, Rita Maxine, *Progress Toward Preparation of Teachers for Multicultural Education at Kansas State University. Kansas State University, 1976.*

This study argues the need for teacher preparation for multicultural education based on the results of surveys of pre-service and inservice teachers and faculty members at Kansas State University.

Henington, Mack Graham, The Effect of an Intensive Multicultural and Non-sexist Instructional Sequence on Secondary Student Teachers. Kansas State University, 1978.

This study found that the experimental Groups which received multicultural and non-sexist instruction scored significantly higher than the control groups which did not receive the instruction on White's Racial and Non-sexist Knowledge Scale and on Factors I, II and III of the Wilson Multi-Factor Attitude Inventory.

Ijaz, Mian Ahmed, Ethnic Attitudes of Elementary School Children Toward Blacks and East Indians and the Effects of a Cultural Program on These Attitudes. University of Toronto, 1980.

A major finding of this study was that a cultural program of dance, music and crafts consisting of nine weekly sessions of approximately seventy minutes duration each proved effective in changing attitudes of the experimental group as measured by Semantic Differential and Social Distance Scales.

Moore, Charlie R., A Study of Attitudinal Changes and Affective Levels of Teacher Trainees in a Multicultural Teacher Training Experiment. East Texas State University, 1971.

This study investigated the attitudinal changes of teacher trainees using pre- and post-tests and content analysis of personal written records of participants. The results showed that the attitudes of the participants who were Whites, Blacks, and Mexican-Americans changed in a positive direction towards the following concepts: American, Me, Spanish American, Martin Luther King, "Mes Kiwi", School, Teacher, and Institute.

Tallant, Weldon J., Changes in Pre-Service Teachers Involved in a Multicultural Training Program Utilizing Formal Presentations, Sensitivity Training, Planned Social Activities, and Cooperative Living Arrangements. East Texas State University, 1970.

This research was designed to determine the effects of formal presentations (cognitive programs), sensitivity training (an effective program), planned social activities and a cooperative living arrangement on the attitudes of pre-service teachers representing Mexican-American, Negro, and Anglo backgrounds. Attitudes towards themselves, towards others, and towards teaching were measured. Results indicated that selected attitudes and concepts of the subjects were modified as a result of the training program.

Terri, Peggy Sue, An Evaluation of the Effects of Multicultural Education on the Attitudes of Ethnic Minority and Majority Students at Cortez Elementary School, University of San Francisco, 1981.

The findings of this study showed that, as a result of multicultural education, students develop more positive attitudes toward ethnic groups other than their own.

Ulibarri, Horacio, Teacher Awareness of Socio-cultural Differences in Multicultural Classrooms. The University of New Mexico, 1960.

This study sought to determine the extent of awareness among selected teachers of socio-cultural differences as they affect the education of Spanish-speaking and Indian children in New Mexico. The instruments used were a questionnaire and an interview. Results showed a general lack of sensitivity on the part of teachers toward differences in socio-cultural conditions and orientations of the ethnic groups.

Walton, Loretta Jean, The Impact of a Multicultural Education Inservice Training Program on Elementary Teachers' Knowledge, Incorporation, and Attitudes Concerning the Philosophy of Cultural Pluralism. University of Houston, 1977.

This study investigated the effect of multicultural training programs on the teachers' knowledge concerning multicultural education; the extent of change in incorporation of culturally pluralistic content, activities and materials in this teaching; and the extent of change in attitudes toward Anglo-American, Mexican-American, and Afro-American students. The major finding showed that the training program had a very positive impact on elementary teachers' cognitive and psychomotor domain.

V. Selected A-V Materials

BIAS (A FOUR-LETTER WORD)

Produced by Malibu Films, 1976, 22 minutes, 16mm

Distributed by International Tele-Film Enterprises Ltd., Toronto.

In this film the basic causes, forms and effects of slanted thinking are examined, and some suggestions to deal with bias are made.

BILINGUALISM AND MULTICULTURALISM IN EDUCATION

Produced by Faculty of Education, Simon Fraser University, 5 audio tapes

Distributed by SFU Publications, Burnaby, B.C.

A series of lectures on: Multiculturalism in Canadian Society; Implications of Multiculturalism for Teacher Training; Second Language Teaching Programs; Bilingualism and Cognitive Development; French Immersion; and Bilingualism and Multiculturalism. A user's guide with summaries of each topic and background material is included.

BODY LANGUAGE IN THE CLASSROOM

Produced by A. Wolfgang, 1974, 16 minutes, 16 mm

Distributed by International Tele-Films Enterprises Ltd., Toronto.

A film showing how non-verbal styles of communications are interpreted in different cultures and how they can be used effectively in catching and holding student interest.

COPE: ETHNIC DIFFERENCES

Produced by OCEA, Canada, 1975, 60 minutes, VTR

Distributed by Cross-Cultural Communication Center, Toronto.

A discussion of the methods of coping with ethnic differences and understanding race relations is presented. High school students and invited guests discuss the issues.

I WEAR MY PEOPLE'S CLOTHES

Produced by Playing with Time, Canada, 18 minutes, 16 mm

Distributed by Kinetic Film Enterprises Ltd., Toronto.

This film examines the phenomenon of stereotyping and racial discrimination through clothing and appearance.

MYSELF, YOURSELF

Produced by Jenfilms Inc., Canada, 1981, 30 minutes, 16 mm

Distributed by Mobius Productions, Toronto.

A film showing how people differ in their perception of same phenomenon.

PREJUDICE AND RACISM

Produced by CTV, Canada, 1974-74, 29 minutes each, 16 mm VTR

Distributed by CTV, Toronto.

This series of films present the causes and effects of prejudice and racism. The roles of provincial Human Rights Commission, school and community are also discussed.

PREJUDICE: CAUSES, CONSEQUENCES, CURES

Produced by RM Productions, U.S.A., 1974, 24 minutes, 16 mm

Distributed by McGraw-Hill, Scarborough, Ontario.

News, films, historical photographs and interviews with leading psychologists are used to survey the causes, consequences and cures of this social problem.

RACE IS A FOUR-LETTER WORD

Produced by Ontario Educational Communication Authority, Canada, 59 minutes, VTR

Distributed by T.V. Ontario, Toronto.

A panel discussion on the problems of racism and strategies to combat it in the schools is presented.

YOU MIGHT THINK YOU'RE SUPERIOR, BUT I THINK I'M EQUAL

Produced by Educational Resource Cooperative, Canada, 1981, 37 minutes, VTR

Distributed by Cross-Cultural Communication Center, Toronto.

This video is intended to sensitize students, teachers and others to the various manifestations of racism in school and society. Suggestions to deal with this problem are also presented.